

006.62 Special Education —~~Mild/Moderate Disabilities~~

006.62A Grade Levels: ~~K-12, K-6, K-9, 7-12~~
PK-6 or 7-12 / Subject
PK-12 / Field

006.62B Endorsement Type: Subject or Field

006.62C Persons with this endorsement may provide services for ~~teach~~ children and youth who have ~~mild or moderate disabilities and who are~~ one or more verified disabilities as per 92 NAC 51.
~~as students with one or more of the following disabilities: developmental delay, specific learning disabilities, speech language impairment (language verification only), mild or moderate mental handicap, behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs. In addition, persons with this endorsement may teach the students until the public school educational responsibilities are terminated.~~

006.62D Certification Endorsement Requirements: This endorsement shall require:
for PK-6 or 7-12 (subject), a minimum of 42 semester hours, of which
30 semester hours must be in special education
content course work; or
for PK-12 (field), a minimum of 51 semester hours, of which
36 semester hours must be special education
content course work.
~~a minimum of 40 semester hours, including a minimum of 22 semester hours in special education courses and the remaining coursework addressing content areas that include methods and materials of teaching, supervised practicum or internship experiences (not including student teaching) designed to provide competencies required of a special education professional educator which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.~~

006.62E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide special education teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the 2012 Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators.

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

(Original language-exceptionalities rather than disabilities)

- Element 1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.
- Element 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

***** Does an Element concerning knowledge about IEP's need to be added??**

Example: Beginning special educators employ a variety of service delivery methods to implement the student's Individualized Education Plan (IEP).

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- Element 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.
- Element 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.
- Element 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

- Element 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.
- Element 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.
- Element 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.

Standard 4 Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

- Element 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- Element 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
- Element 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.
- Element 4.4 Beginning special education professionals engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Standard 5 Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

- Element 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with disabilities.

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- Element 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.
- Element 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.
- Element 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.
- Element 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- Element 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Standard 6 Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

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Element 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7 Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

Element 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

Element 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

AD HOC MEMBERSHIP FORM

(Based on Section 17.03 of the Organizational Policies)

SPECIAL EDUCATION—Mild/Moderate, Learning Disabilities, Behaviorally Disordered

DATE: November 29, 2010 10 AM-4:30 PM

LOCATION: The Cornhusker Hotel, 333 South 13th Street, Lincoln, NE 68508

| MEMBERSHIP CRITERIA | NOMINEES |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration | 1. Adia Brightman, OPS (D4) adia.brightman@ops.org 2. Molly Elge, GIPS & CNNSP Behavior Specialist (D6) melge@gips.org 3. Adel Valasek, Elkhorn MS (D2) avalasek@epsne.org |
| 1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution | 1. Kris Swain, UNO (D8) kswain@unomaha.edu 2. Sue Kemp, UN-L (D1) skemp2@unl.edu |
| 1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions | 1. Dee Acklie, CSM (D8) dacklie@csm.edu 2. Greg Zost, Peru State (D5) GZost@peru.edu |
| 1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration | (This category could be covered by appointees to 17.03A) |
| 1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under | 1. Lincoln or Omaha administrators Kris Reckewey, LPS (D1) kreckew@lps.org |

Special Education –Mild/Moderate Disabilities
To Accompany Rule 24 Endorsement Guidelines
(Adopted by the State Board of Education on 11/08/02)

New CEC Standards Draft 12.5.12

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| consideration. At least one of the administrators must represent District Classes 2 or 3 | Julia Allen, OPS SPED Director (D2, 4, 8) julia.allen@ops.org 2. Classes 2 or 3 Stacy McDaniel, Sidney (D7) stacy.mcdaniel@sidneyraiders.org |
| 17.03F One person representing the general public, e.g. PTA member or a school board member | Matt McNiff, ESU 5 (D5) mmcniff@esu5.org |
| 17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable. | Donna Moss, Hastings (D5) dmoss@esu9.org |
| 17.03H One representative of NDE | Carol McClain, NDE carol.mcclain@nebraska.gov Gary Sherman, NDE gary.sherman@nebraska.gov |
| 17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements | Kris Elmshaeuser, ESU 16 (LD) kelmshae@esu16.org (D7) |
| 17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups | Daryl Wilcox, Wayne State (D3) dawilco1@wsc.edu (Also attending as an observer: Dr. Frank Adams, WSC) |
| 17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee | Marge Harouff, NDE retired Sharon Katt sharon.katt@nebraka.gov Pat Madsen pat.madsen@nebraska.gov Marlene Beiermann marlene.beiermann@nebraska.gov |

Special Education ‘Specialty Areas’ Work Group Participants

Assistive and Augmentative Technology

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Deaf and Hard of Hearing/Deaf-Blind

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Inclusion & Collaboration

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Transition

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Vision/ Orientation & Mobility

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NASES Representatives (Invited): Stuart Clark (Past President) sclark@esu1.org
Jane Moody (President) jane.moody@esu11.org

**Group Facilitator

NDE Staff

Carol McClain, Special Education
Pat Madsen, Adult Programs
Sharon Katt, Adult Programs
Marlene Beiermann, Adult Programs
Kevin Peters, Teacher Certification